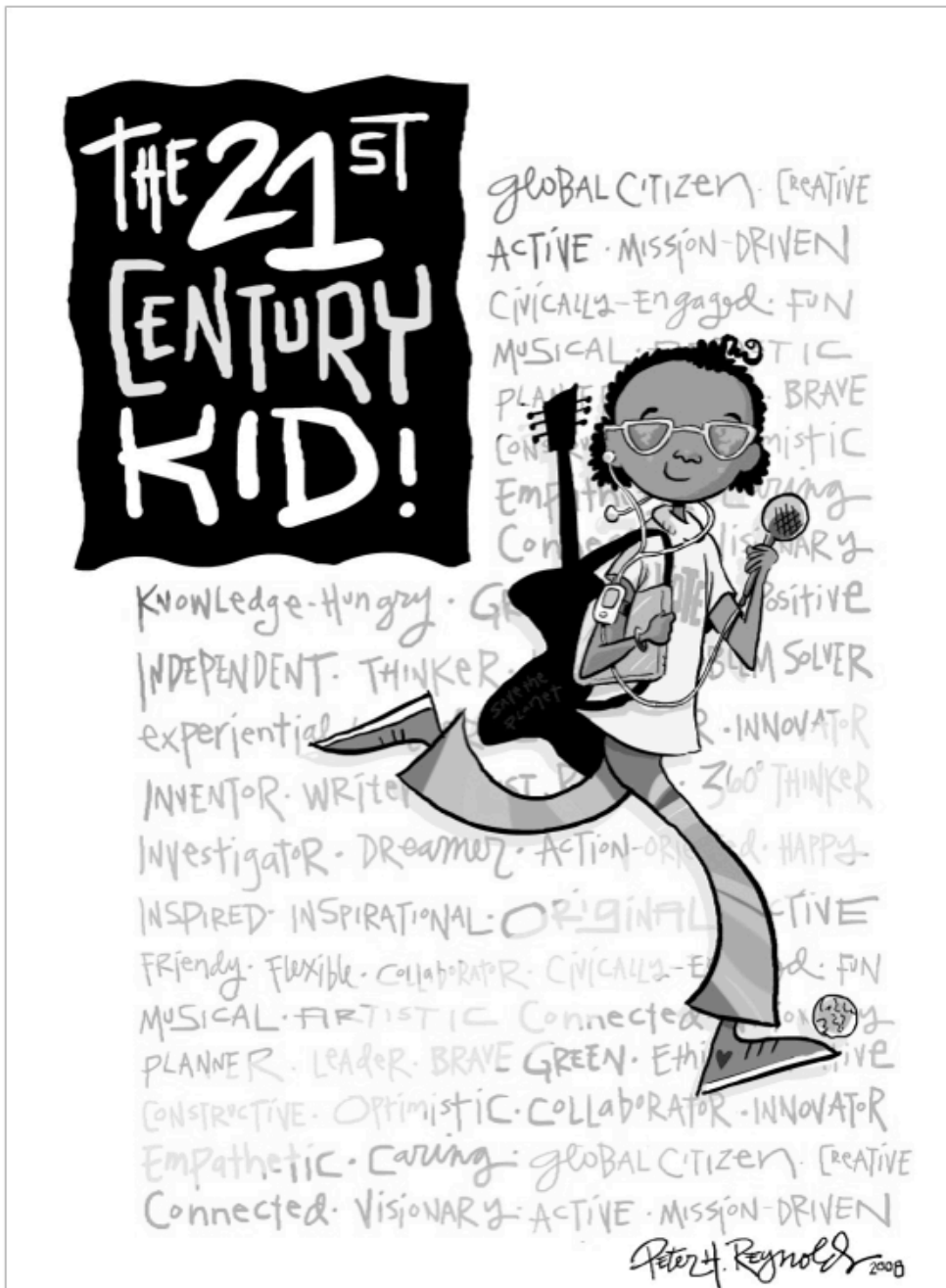


Activating Communication



Designing Learning and Integrating Technology



**What does it
really mean?**

What learners want

Meaningful

Purposeful

Engaging

What learners do with their learning....

collaborate/research

analyze/solve

synthesize/create/innovate

LEAD and be GLOBAL

Student-directed learning

NOT

student-centered

Learner Targets-"I can statements"

Unit 1: Meet/Greet and Provide/Obtain Personal Information

INTERPRETIVE MODE		INTERPERSONAL MODE (Spontaneous Person-to-Person)	PRESENTATIONAL MODE	
Listening	Reading	Speaking & Writing	Prepared Speaking	Prepared Writing
I can... <ul style="list-style-type: none"> • recognize some common greetings and expressions. • understand someone talking about their age, where they are from, their phone number and birthday. • understand when someone describes themselves or someone else. • understand when someone talks about activities they like/dislike. 	I can... <ul style="list-style-type: none"> • understand basic personal information from various communications. • identify cognates and punctuation that help me understand the meaning. • understand some personal information found in short readings. • understand basic information about activities people like or don't like. 	I can... <ul style="list-style-type: none"> • greet and say goodbye to people. • introduce myself and ask someone their name. • tell someone the date. • answer questions about my name, age, origin, phone number, and birthday. • answer questions about personality and simple likes and dislikes. • ask questions to find out basic information about someone else. • answer questions about my likes and dislikes. • react to someone else's likes or dislikes. 	I can... <ul style="list-style-type: none"> • greet and say goodbye. • tell my age, birthday, and origin. • tell dates • tell my telephone number. • introduce myself. • describe my personality. • express my basic likes/dislikes about activities. 	I can... <ul style="list-style-type: none"> • greet people and introduce myself. • write an introduction of myself. • write my age, birthday, and origin. • write dates • write my telephone number. • write about my personality. • write about my basic likes/dislikes about activities.

Thematic Unit Stamps

Language/level: Spanish III

Thematic unit: Unit 3-Living a Healthy Lifestyle

Para cada objetivo de aprendizaje a continuación, favor de indicar tu progreso hasta este punto.
(= for each learner target below, please indicate your level of progress toward meeting it, at this point in time):

Escribe uno de los siguientes símbolos en cada círculo, debajo del objetivo:

- + = "Yo puedo hacer esto muy bien/fácilmente/sin ningún problema."
- √ = "Yo puedo hacer esto bastante bien, pero todavía necesito practicar más."
- = "Yo no puedo hacer esto. Necesito practicar mucho más."

I can understand
what people
do/need to do to
stay healthy.
(listening)

I can understand
advice people
give about
health.
(listening)

I can understand
what people
do/need to do to
stay healthy.
(reading)

I can understand
advice people
give about
health. (reading)

I can recognize
what people
around the world
do to stay
healthy.
(reading)

I can ask
for/give advice
about healthy
eating and
exercise habits.
(speaking and
writing)

I can discuss
health
concerns.
(speaking and
writing)

I can
discuss/compare
foods. (speaking
and writing)

I can provide
information
about healthy
lifestyle choices.
(speaking)

I can describe
what I do to
maintain my
health.
(speaking)

I can write a
food and
activity journal.
(writing)

I can describe
my eating and
exercise habits.
(writing)

I can create a
guide for a
healthy
lifestyle.
(writing)

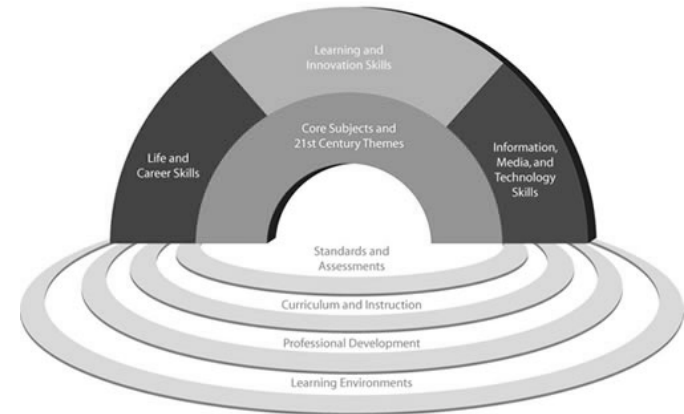
I can

I can

I can

21st Century Skills Map

- Communication
- Collaboration
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Information Literacy
- Media Literacy
- Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility



Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

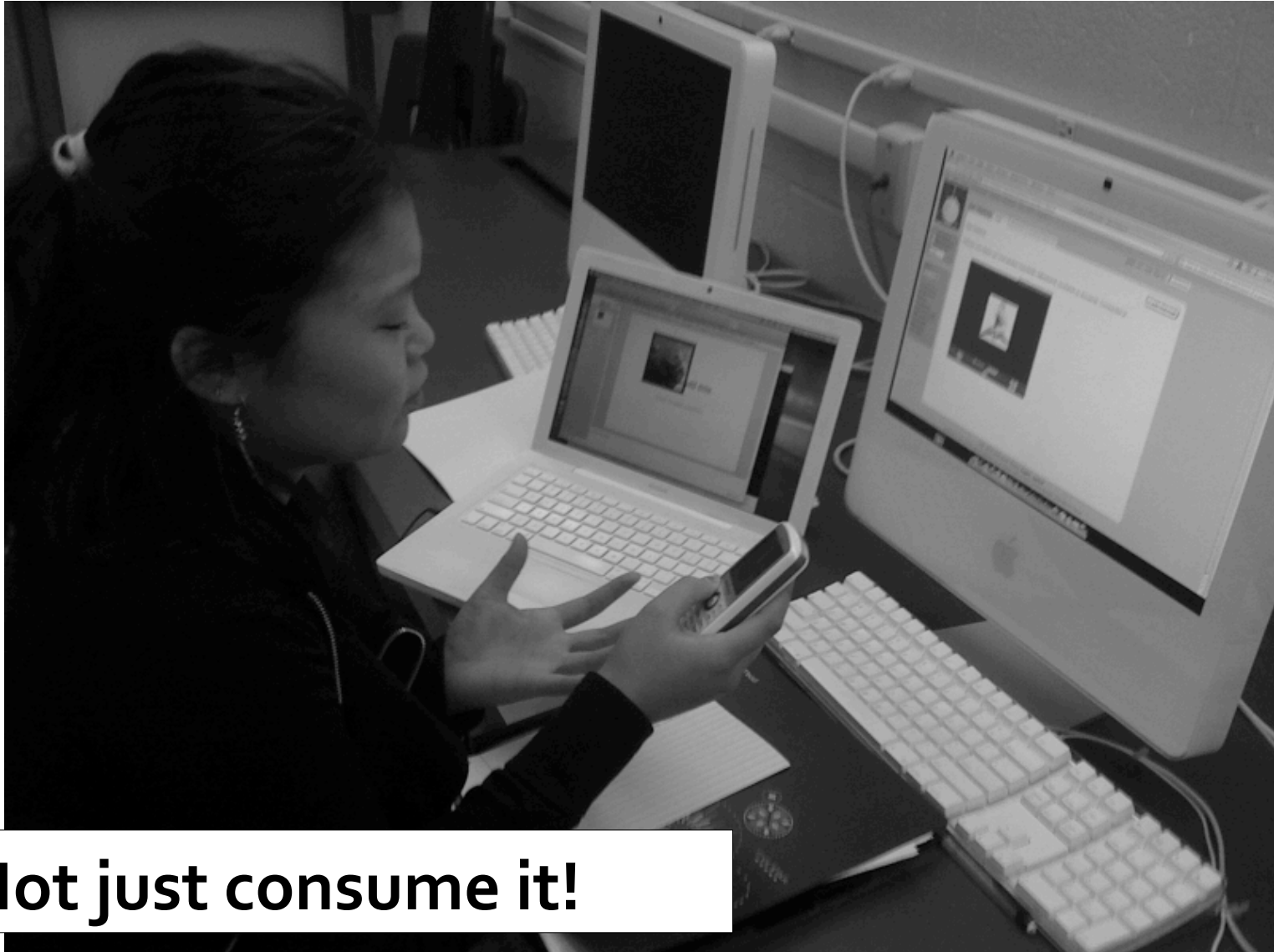
Personalized learning

“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein



21st Century students want to create content



Not just consume it!

Turn novice learners to expert learners..



"The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the mastery of the learning process. Education should help ***turn novice learners into expert learners***— individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning."
National Center on UDL



audreywatters



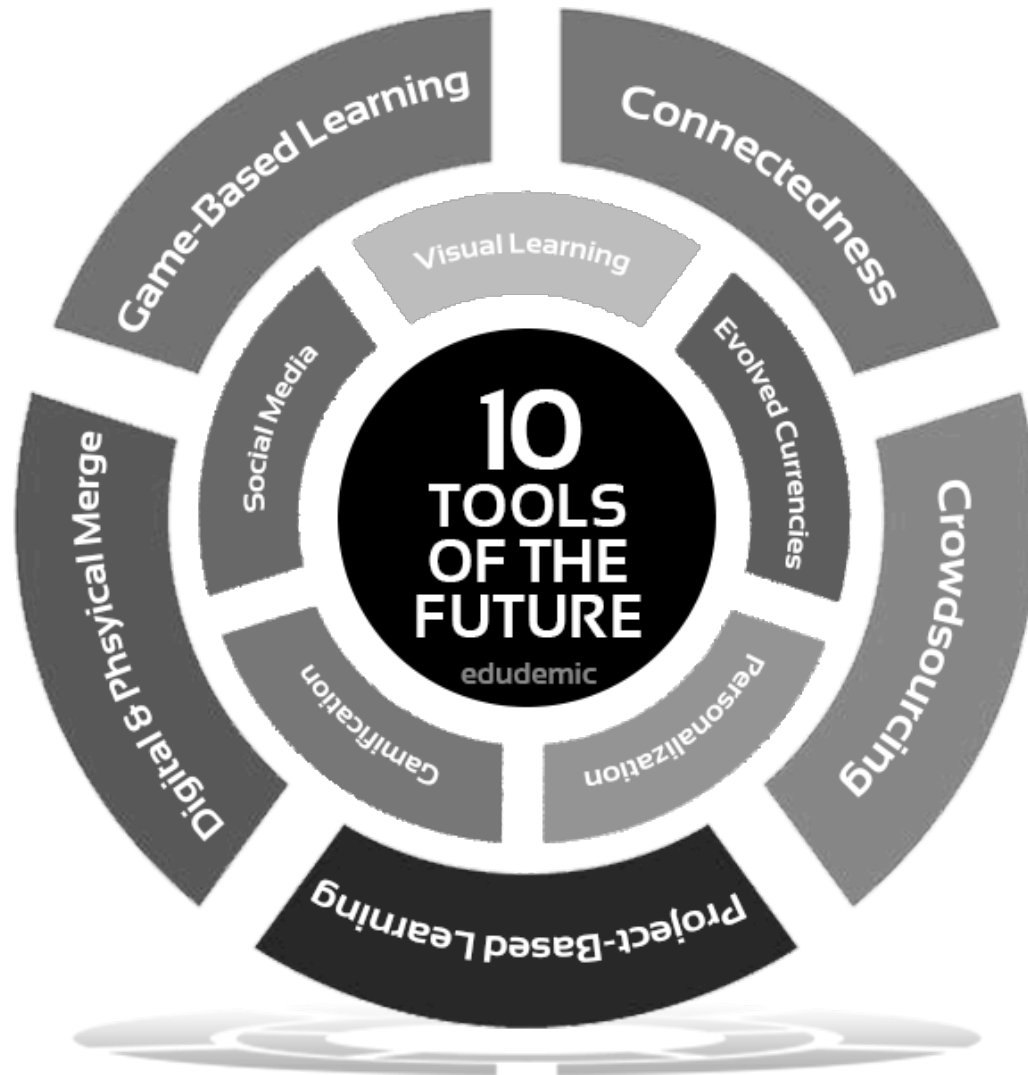
The big shift isn't that content is digital. It's that the learning culture is participatory - @AngelaMaiers

#beyondthetextbook

4 hours ago via YoruFukurou

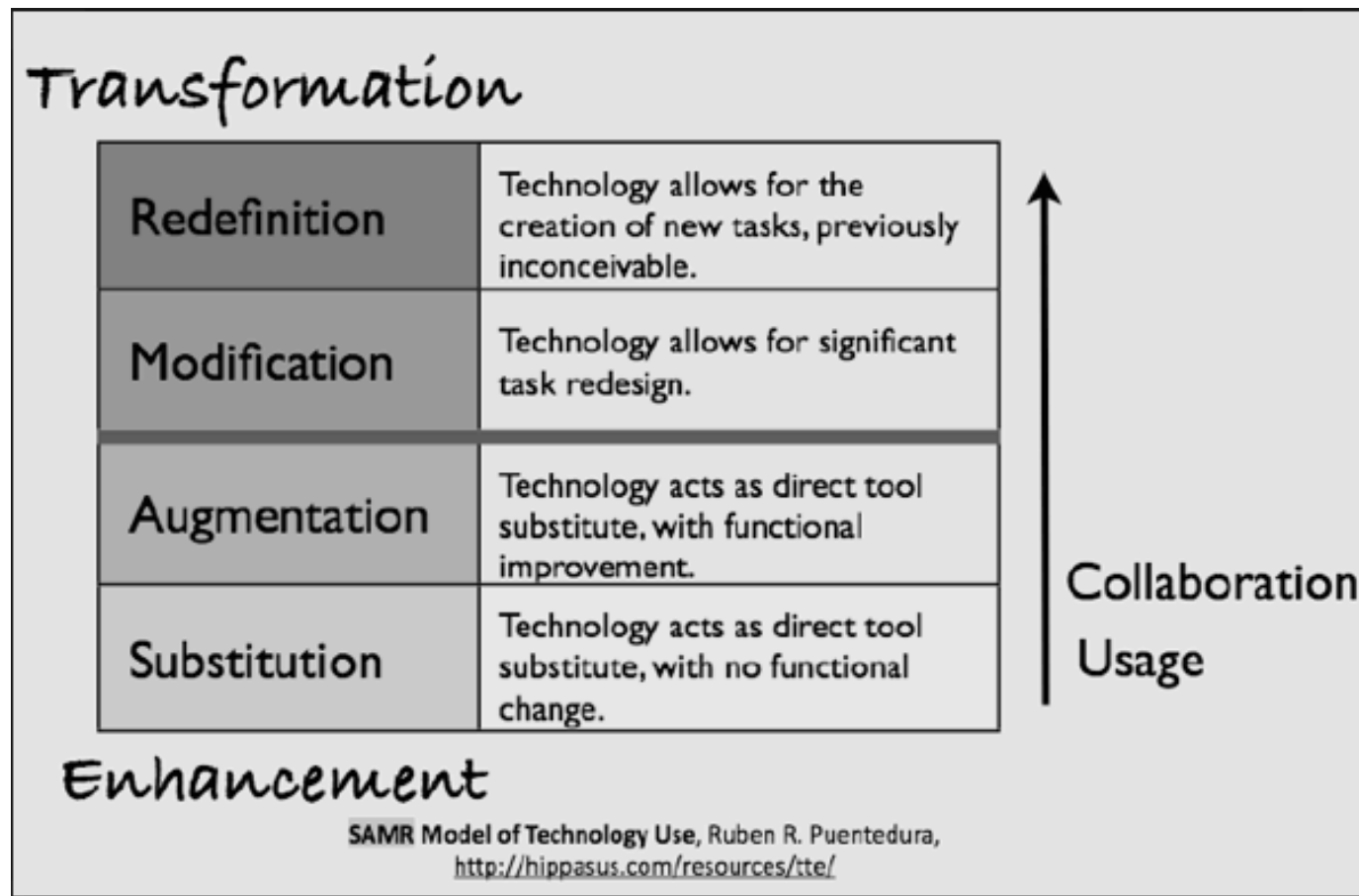
<http://www.slideshare.net/shareski/a-new-culture-of-leaders>

10 Tools of the Future



<http://edudemic.com/2012/06/june-edudemic-magazine/>

From enhancement to transformation



	Web 1.0	Web 2.0	Web 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed & contextually reinvented
Technology is...	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (digital universe)
Teaching is done...	Teacher to student	Teacher to student & student to student	Teacher to student, student to student, & student to teacher
Schools are located...	In a building	In a building or online	Everywhere & thoroughly infused into society
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware & software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposively
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

**In the future sidewalks will power
streetlights, buildings will eat smog,
nuclear plants will run on nuclear
waste, and endangered animals will be
socially networked.**

<http://www.hemispheresmagazine.com/2012/04/01/plan-q/>

Environmental unit

Essential and Guiding Questions

What can we do to make the planet a better place for all?

- What the the problems?
- What are the results of these problems?
- What actions are happening on the planet?
- What are some possible new solutions?

Learning Scenario

- You have been invited to participate in an international youth summit on the environment in Geneva, Switzerland.
- You will have the opportunity to learn about current policies and actions and new ideas.
- You will be able to discuss, conduct polls and debate.
- At the end you will be able to share your ideas via a PSA video where you give details, analyze data and propose your solutions.

Environmental unit

Goals

What will the learner know and be able to do? (skills/functions)

- Ask and answer questions, discuss and read authentic documents, interpret visual documents, videos
- Interpret data and apply to a situation.
- State and support personal opinions.
- Propose ideas and solutions.
- Take action.

Environmental unit

Learner goals and targets

- Learner targets “I can” statements-guided and learner self-directed
- Learner “I can” logs-guided and learner self-directed
- Learner “I can” reflections

Environmental unit

**What vocabulary and grammar
will learner need to support
these tasks?**

Environmental unit

Performance Assessments

Interpretive

Checklists ,questions, drawings, charts, games.....

Interpersonal

Discussions, blog comments, debates,interviews. create polls.....

Presentational

Videos, podcasts, blog entries, comics....

Environmental unit

What learning activities are appropriate for this thematic unit?

Aux arbres citoyens

<http://youtu.be/Dl5gG9VMs-c>

Evian

<http://youtu.be/3y2UooAr4-o>

Poster

- In your community there is a online wall where anyone can post a digital poster for Environmental Week.
- You have read these cool posters (many in different languages) in order to gauge the viewpoints of your city.
- You decided to create a digital poster in French sharing your point of view.

Tree apartments



- Why are those trees there?
- Are they real trees?
- Why would one put trees on an apt. complex?

<http://www.hemispheresmagazine.com/2012/04/01/plan-g>

France-data



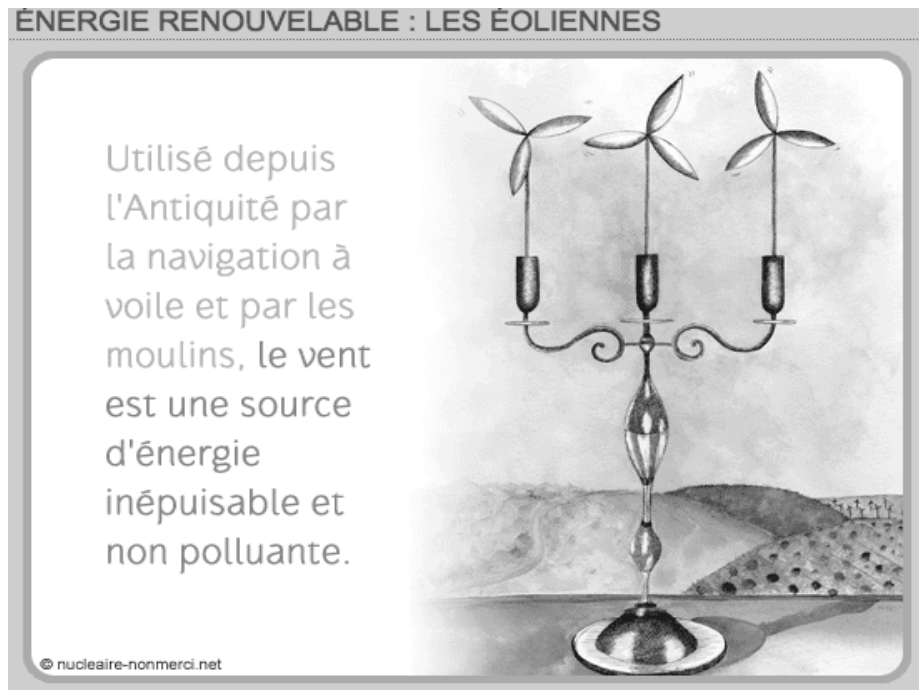
- What do you learn about nuclear energy in France from this infographic?
- How would your life be different if you lived in France?

<http://nucleaire-nonmerci.net/francenucleaire.html>

Les déchets de montagnes

http://www.fnh-tv.org/Dechets-de-montagne_v68.html

Wind energy



- Do you think wind energy is an appropriate alternative energy?
- What other energies would you suggest?

<http://nucleaire-nonmerci.net/energieeolienne.html>

Reading

COMMENT ÉVITER LE GASPILLAGE D'ÉNERGIE ?

Pour sortir du nucléaire, des solutions énergétiques existent : des énergies propres et renouvelables, comme l'éolien, le solaire, la géothermie, la mise en valeur des océans, la biomasse...

Mais avant tout, il faut un changement radical de notre mode de vie. Nous ne convertirons pas immédiatement notre énergie, mais nous pouvons faire en sorte, chacun, de moins consommer d'électricité produite à partir du nucléaire (à 78 %).

Pour cela, bien souvent, de simples gestes suffisent.



Eteindre la télévision et l'ordinateur : en effet, la plupart du temps, ces appareils restent en veille, parfois même sans que l'on s'en aperçoive. Une simple pression sur le bouton de la télévision et quelques clics de souris suffisent à éteindre ces outils. La consommation, en France, des appareils en veille, représente un réacteur nucléaire ! Dommage alors qu'on ne les utilise pas.

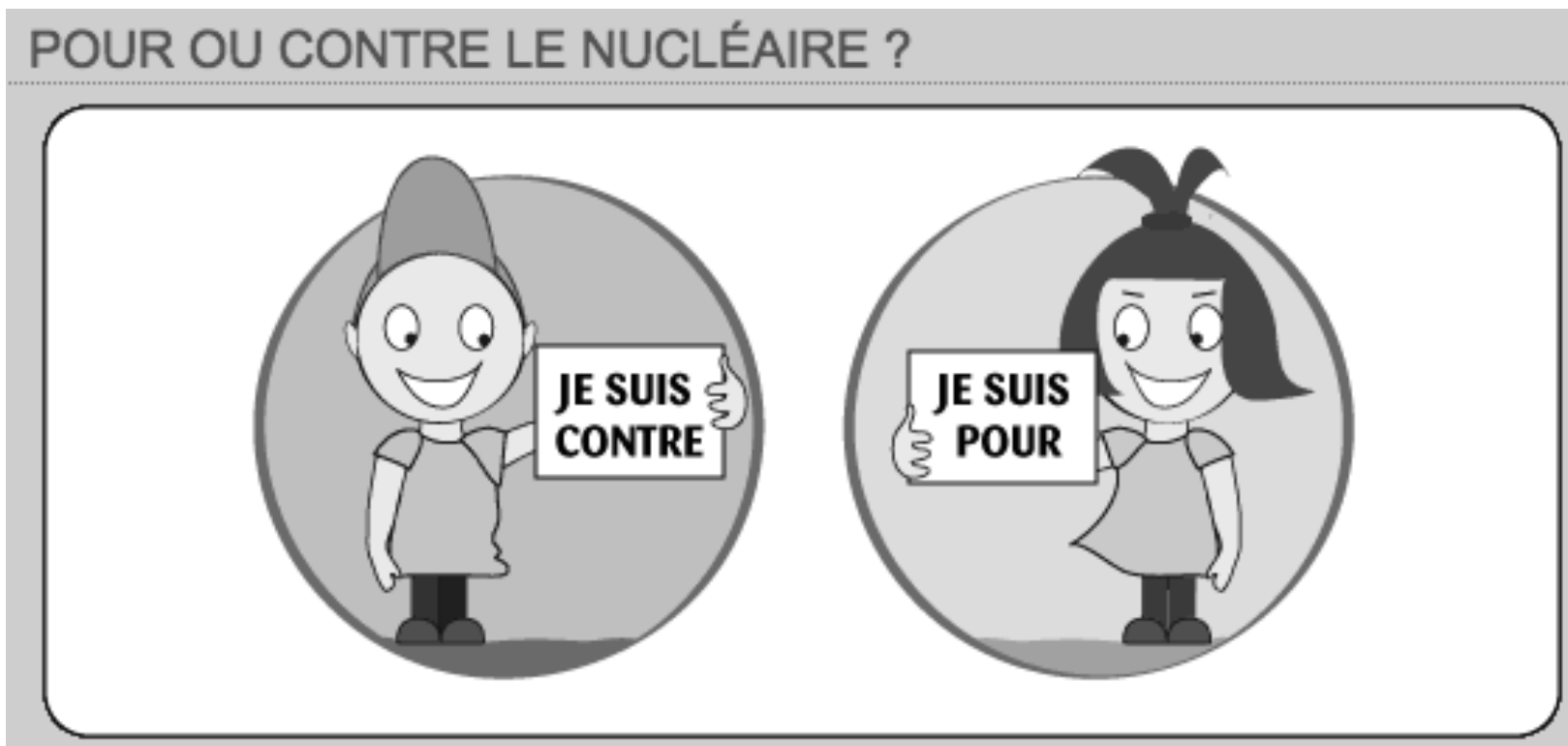


Évitez les sacs plastiques jetables : dans la nature, ils polluent non seulement le paysage, sont mortels pour certains animaux, et ne se dégradent pas facilement, mais représentent en plus un incroyable gaspillage d'énergie au moment de leur fabrication. Préférez donc les

- Who is the audience for this text?
- What is the message of this text in your opinion?
- ??????

<http://nucleaire-nonmerci.net/halteaugaspillage.html>

Debate



<http://nucleaire-nonmerci.net/pour-ou-contre-le-nucleaire.html>

Environmental unit

Performance Assessments

Interpretive

Checklists ,questions, drawings, charts, games.....

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Learning Scenario

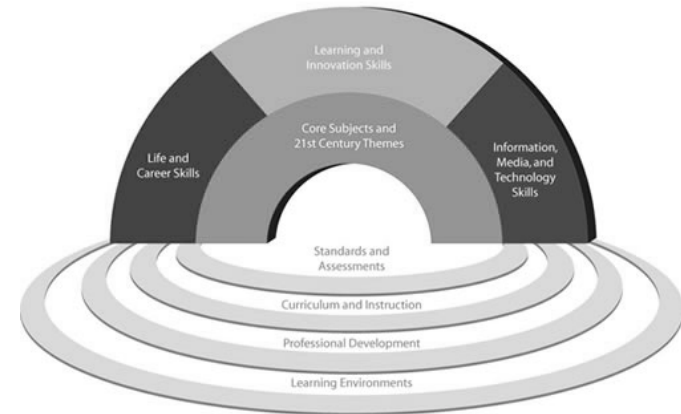
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